DOCUMENT RESUME

ED 148 503 95 RC 010 122

AUTHOR Bercier, Byron
TITLE 1976-1977 Final Report and Evaluation, Title IV Project, Independent School District #12 (Blaine, Minnesota).
INSTITUTION Circle Pines Independent School District 12, Minn.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Office of Indian Education.
PUB DATE 28 Jul 77
NOTE 16p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *American Indians; Cultural Awareness; Elementary Secondary Education; Family School Relationship; Field Trips; Instructional Trips; *Parent Participation; *Program Content; *Program Evaluation; *Pupil Personnel Services; Pupil Personnel Workers; Questionnaires
IDENTIFIERS *Centennial School District MN; *Indian Education Act 1972; Minnesota (Blaine)

ABSTRACT

Objectives of the Title IV Indian Education Program were designed to meet the educational needs of the Native American students within the public school as defined by Federal program regulations. During the 1976-77 school year, the Parent Committee hired a Home/School Coordinator, the only staff position in the program. The Coordinator was to identify Native American students within the school district and to provide such services as personal, academic, and crisis counseling, family referrals, long-term personal problem solving, and making student contacts. Program activities were directed around socially and culturally oriented activities from which students would benefit. To evaluate the program, a questionnaire was given to teachers, students, parents, and administrative personnel. The school administration and teachers were very supportive toward the Native American students and problems they faced in school and the community by working closely with the Home/School Coordinator when difficulties arose. This in itself showed progress and an important function of Title IV in the school system. It was determined that the program had successfully completed its third year of operation. This report summarizes the activities and involvement of the Coordinator, and the program activities for the students and for the Parent Committee members; gives brief examples of the types of service provided by the Coordinator; and gives a tally count of the responses to 10 statements covering the program's general objectives along with the questionnaire. (NQ)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED148503

1976-1977 FINAL REPORT AND EVALUATION

TITLE IV PROJECT

INDEPENDENT SCHOOL DISTRICT #12

BLAINE, MINNESOTA

POST OFFICE: CIRCLE PINES, MINNESOTA 55014

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Prepared by Byron Bercier
Home/School Coordinator

Submitted by Merlin Fairbanks
Merlin Fairbanks
Chairman
Parent Committee

Date July 28, 1977

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Clifford L. Imus for
School District 12 MN

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

RC010122

INTRODUCTION

The Title IV Indian Education Program of Independent School District #12 (commonly known as Centennial Schools) in Blaine, Minnesota (Post Office: Circle Pines, Minnesota 55014) was in it's third year of operation during the 1976-77 school year. This report describes activities of the project during the entire school year.

The program objectives were designed to meet the educational needs of the Native American students within the public school as defined by federal program regulations. It's parent committee went through the process of achieving one of the main objectives of the Title IV Program. Due to the resignation of the previous Home/School Coordinator, the parent committee hired an applicant whose duties were to fulfill the position as Home/School Coordinator, the main objectives which were to provide guidance and counseling services to meet the needs of the students.

The report on the activities and involvement of the Home/School Coordinator and the evaluation of objectives by a questionnaire make up the final section of this evaluation. This report shows the need for the Title IV Program along with the effectiveness of the Home/School Coordinator in our school district.

The total number of identified Native Americans has desclined from a total of 119 in May of 1976 to 86 in May of 1977. This decrease was brought about mainly from the student verification count of last fall along with families moving from the community and graduation. The goal set for the Home/School Coordinator was to continue to identify Native American Students within the school district. Difficulty lies in identifying students because family social activities are structured around the home. Participation of the Indian Community has been from those living in the school district for a number of years.

BACKGROUND INFORMATION

Centennial School District #12 is located in South East Anoka County approximately 15 miles North of Minneapolis and St. Paul. It serves a part of five municipalities. All of the cities of Circle Pines, Lexington, and Centerville and part of the cities of Blaine and Lino Lakes are included in the School District. The High School, Junior High School and Centennial Elementary School are located in Blaine: Lovell Elementary in Lexington: Golden Lake in Circle Pines: and Centerville Elementary in Centerville. An area of approximately 27 square miles (17,280) acres) is included.

There were 3234 students enrolled as of September 1976, a drop of 35 from the previous year.

The Native American Families in the area are predominately Ojibwa or Chippewa. The achievement of helping students broaden their knowledge of Indian ancestory, heritage and culture has improved immensely along with relations between non-Indian and Indian students.

ACTIVITIES OF TITLE IV PROGRAM FOR STUDENTS

Activities were directed around socially and culturally orientated activities that students would benefit from. The following is a breakdown of activities.

1. On October 7, 1976 for "Homecoming Activities" the Title IV Students worked together in making a Homecoming Float to represent the program. An average of 10 students per evening worked in completing this project, the total students involved in the project equalled 46. This activity brought forth from the Indian Students a stronger feeling of awareness towards their Indian heritage and culture along with a stronger sense of pride in themselves.

2. An Arts & Crafts class was held for 10 weeks on Tuesday evenings at the Centennial Senior High School. An average of 20 students attended from grades K-12. Two parents visited during this period. The ten weeks of classes were very enjoyable. Two senior high students helped as student aides in making the ten weeks a successful and beneficial experience for the students participating. Participating students have requested we continue with this activity next school year.

3. On January 29, 1977 Title IV Students again assisted with the fund raising drive for the AFS Club by having a booth for the making and selling Fry Bread. A total of $45.70 was donated to the AFS through this effort. Fifteen students participated along with three parents. This activity gives the Indian Community the opportunity to cooperate and help other groups in the school.

4. January 10, 1977, "Career Day" at Blaine Senior High, Blaine, Minnesota. Five senior students attended and through out the day received pertinent information which helped them in preparing for prespective future education.

5. Twenty-five students from grades 10-12 attended a Rock Concert featuring "Nazareth". The Home/School Coordinator chaperoned this event.

6. On May 21, 22, 23, seventeen students along with the Home/School Coordinator and two chaperones went on a "Historical Field Trip" of which included 3 days and two nights. During this period, students had the opportunity to visit an Indian Museum at Finland, Minnesota (Mille Lacs Museum). They also had a tour of the iron range around Eveleth, Minnesota. The second day included a tour of the "St. Louis Depot Museum" at Duluth Minnesota, and an excersion trip of the Duluth Harbor areas. The second night was spent in Duluth, Minnesota. The third day students visited a recently located Fur Trading Post (Connors) located near Pine City, Minnesota.

   The students indicated that they would welcome other kinds of field experi-ences and that they enjoyed this trip very much. The intent of this field trip was for educational purposes as well as a social get together. Both objectives were achieved.

7. On June 8, 1977, twenty-five students in grades 1-6 along with three chaperones were taken to "Valley Fair" an amusement Park where students had free access to all rides for the duration of the day. Students were provided with lunch and the admission charge. Results of the activity were very positive.

ACTIVITIES OF THE TITLE IV PROGRAM FOR PARENT COMMITTEE MEMBERS

1. In October of 1976, one member of the Parent Committee and the Home/School Coordinator attended a Title IV Workshop held at "Breezy Point" in Brainerd, Minnesota. This three day workshop was beneficial to the Coordinator and Parent Committee Member in that it gave a deeper insight of the potential workings of the Title IV Program. The workshop personnel provided expertise on the workings of Title IV.

2. Lois Olson, a parent committee trainer from Cass Lake, Minnesota attended a Parent Committee Meeting to inform the committee of the procedures

required for the writing of the proposal for 1977-1978. The main concern of the committee was the needs assessment. Her attendance was most helpful and was greatly appreciated.

3. In January of 1977, the Home/School Coordinator attended a writing proposal workshop held at the Native American Center in Minneapolis, Minnesota. This workshop was held primarily for those proposals that were semi-completed and for those who wished to have them read for faults before being sent to Washington.

REPORT OF THE HOME/SCHOOL COORDINATOR

The Home/School Coordinators position is the only staff position in the Centennial Title IV Program. The Home/School Coordinator is employed twenty hours per week for personal counseling, family referrals, and academic counseling. Such areas include: crisis counseling, long-term personal problems solving, and making student contacts are all part of the job. The following are brief examples of the types of service provided by the Home/School Coordinator.

1. Crisis counseling: Is an area of which requires immediate personal attention. There were two cases this part year. Two attempts of suicide. The outcome of the counseling given is listed below:

A. Case I.

Fortunately both attempted suicides were unsuccessful. In both cases the student was hospitalized. Counseling consisted of therapy by the attending physician. Chemical dependency associated directly with problems in the home seemed to have caused both attempts. Upon the students' release from the hospital the return to home was made. With the follow-up of the Home/School Coordinator the student and his living conditions have improved considerably. The student graduated with the top of the class.

B. Case II.

The second case of attempted suicide was attributed to chemical dependency also. Similar conditions as stated in the above situation occured in

this instance. Family instability resulting in great depression leading to an overdose of drugs. The family structure needed a change that was met after family counseling was started. The student has since been in close contact with the Home/School Coordinator and has been doing very well.

2. Long Term Personal Problem Solving: General problems of concern involved students from unstable homes with the main reason in most cases being alcohol. Seventeen students participated in individual counseling sessions at least 5-10 times and some met the H.S.C. over 20 times. The 17 students consisted of 9 families attending counseling sessions with their children. Alcoholics Anonymous and Alateen were and are important factors in most all cases in helping with situations at home.

3. Student Contact: This is the most effective means of working with students on a one to one basis. Not only did it give the students a sense of support but helped keep the students school attendance up. Students as a whole have usually come in three times annually. The Home/School Coordinator is not only seen as a supporter but the attributor to a trustworthy relationship of caring and being there when needed by students, which is vitally important.

The School Administration along with the teachers have been very supportive towards the Native American Students and problems they face in school and the community by working close with the Home/School Coordinator when difficulties arise. This in itself shows progress and an important function of Title IV in the school system.

CONCLUSION

It has been determined the Title IV Indian Education Program has successfully completed it's third year of operation.

FINAL EVALUATION QUESTIONNAIRE

The attached questionnaire was used to evaluate the objectives of the Title IV Program. The list of statements below, cover the general objectives that were the main goals throughout the school year. Each statement was tallied on the tally sheets, (also attached) showing to what degree each objective was considered met by the initial outcome of the questionnaire.

Statements	Average responses to achievement
1. Indian students learning about drug and alcohol abuse.	3.28
2. Indian students getting help with alcohol and drug problems.	3.26
3. Indian Arts and Crafts Class	3.91
4. Indian staff speaking up for Indian students in school.	3.91
5. Resource center for Indian students.	3.66
6. Indian staff working with school personnel in solving problems of Indian students.	4.88
7. Tutoring for Indian students.	3.71
8. Helping potential Indian drop-outs.	3.93
9. Indian students getting information on college programs and scholarships.	3.44
10. Career Counseling.	3.51

TITLE IV INDIAN EDUCATION PROGRAM QUESTIONNAIRE

The statements below are a means of evaluating the Title IV Indian Education Program at the Centennial Schools for the school year (76-77). For each statement circle an answer for both parts.

Check one:

( ) Teacher ( ) Administrative
( ) Student ( ) Parent
( ) Female ( ) Male

STATEMENT	How well has this been done? Very Poor	Poor	No Opinion	Good	Very Well
Indian Arts and Crafts Class	1	2	3	4	5
Tutoring for Indian Students	1	2	3	4	5
Ojibwa Language Class	1	2	3	4	5
Indian Club	1	2	3	4	5
Resource Center for Indian Students	1	2	3	4	5
Career Counseling	1	2	3	4	5
Parents and students working together to plan Indian Programs for school	1	2	3	4	5
Indian parents learning about Indian Education Programs	1	2	3	4	5
Indian staff speaking up for Indian students in the school	1	2	3	4	5
Indian staff keeping parents notified of school programs	1	2	3	4	5
Out of school recreational activities for students	1	2	3	4	5
Helping potential Indian drop-outs	1	2	3	4	5
Indian students getting information on college programs and scholarships	1	2	3	4	5

STATEMENT	How well has this been done? Very poor	Poor	No opinion	Good	Very well
Schools having Indian books, films, records and tapes for the use of the Indian students	1	2	3	4	5
Rewarding Indian students for good attendance	1	2	3	4	5
Rewarding Indian students for better grades	1	2	3	4	5
Non-Indian students learning about tribal cultures and history.	1	2	3	4	5
Having cultural activities in the schools by bringing in traditional Indian people	1	2	3	4	5
Non-Indians learning traditional arts and crafts	1	2	3	4	5
Indian students learning about drug and alcohol abuse	1	2	3	4	5
Indian students of all ages participating in out of school activities together	1	2	3	4	5
Indian students helping other Indian students through a tutoring program	1	2	3	4	5
Indian parents evaluating the Title IV program	1	2	3	4	5
Indian people helping Indian students in a school environment.	1	2	3	4	5
Senior High students getting a part-time job	1	2	3	4	5
Evaluating curriculum being used in schools	1	2	3	4	5

STATEMENT	How well has this been done? Very poor	Poor	No opinion	Good	Very well
Indian Staff telling parents about problems of their children, throughout the year	1	2	3	4	5
School district keeping parents notified of regular school programs	1	2	3	4	5
Indian staff working with school personnel in solving problems of Indian students	1	2	3	4	5
Indian students getting help with alcohol and drug problems	1	2	3	4	5
Education workshops for Indians to learn about programs	1	2	3	4	5
Parents of Indian students volunteering to help with Title IV activities	1	2	3	4	5
Evaluating curriculum being used in schools	1	2	3	4	5
Indian students developing leadership skills	1	2	3	4	5
Indian students participating in an Indian Club	1	2	3	4	5
Schools having Indian materials in regular school courses	1	2	3	4	5
Indian people working with teachers to develop Indian cultural activities for the classroom	1	2	3	4	5

TALLY SHEET

Statement (1)

Value	Tally Count	Tally Count	Times	Value	Equal	Product	
1		6	X	1	=	6	
2		7	X	2	=	14	
3		10	X	3	=	30	
4		12	X	4	=	48	
5		10	X	5	=	50	Average Response
	Total Count	45		Divided By		148	3.28

Statement (2)

Value	Tally Count	Tally Count	Times	Value	Equal	Product	
1		4	X	1	=	4	
2		8	X	2	=	16	
3		10	X	3	=	30	
4		18	X	4	=	72	
5		5	X	5	=	25	Average Response
	Total Count	45		Divided By		147	3.26

TALLY SHEET

Statement (3)

Value	Tally Count	Tally Count	Times	Value	Equal	Product	
1		2	X	1	=	2	
2		4	X	2	=	8	
3		3	X	3	=	9	
4		20	X	4	=	80	
5		16	X	5	=	80	Average Response
	Total Count	45		Divided By		179	3.91

Statement (4)

Value	Tally Count	Tally Count 1	Times	Value	Equal	Product	
1		3	X	1	=	3	
2		5	X	2	=	10	
3		2	X	3	=	6	
4		17	X	4	=	68	
5		18	X	5	=	90	Average Response
	Total Count	45		Divided By		177	3.91

TALLY SHEET

Statement (5)

Value	Tally Count	Tally Count	Times	Value	Equal	Product	
1		0	X	1	=	0	
2		5	X	2	=	10	
3		10	X	3	=	30	
4		25	X	4	=	100	
5		5	X	5	=	25	Average Response
	Total Count	45		Divided By		165	3.66

Statement (6)

Value	Tally Count	Tally Count	Times	Value	Equal	Product	
1		3	X	1	=	3	
2		2	X	2	=	4	
3		5	X	3	=	15	
4		13	X	4	=	52	
5		22	X	5	=	110	Average Response
	Total Count	45		Divided By		184	4.88

TALLY SHEET

Statement (7)

Value	Tally Count	Tally Count	Times	Value	Equal	Product	
1		3	X	1	=	3	
2		3	X	2	=	6	
3		8	X	3	=	24	
4		21	X	4	=	84	
5		10	X	5	=	50	Average Response
	Total Count	45		Divided By		167	3.71

Statement (8)

Value	Tally Count	Tally Count	Times	Value	Equal	Product	
1		0	X	1	=	0	
2		2	X	2	=	4	
3		9	X	3	=	27	
4		23	X	4	=	92	
5		11	X	5	=	55	Average Response
	Total Count	45		Divided By			3.93

TALLY SHEET

Statement (9)

Value	Tally Count	Tally Count	Times	Value	Equal	Product	
1		8	X	1	=	8	
2		2	X	2	=	4	
3		6	X	3	=	18	
4		20	X	4	=	80	
5		9	X	5	=	45	Average Response
	Total Count	45		Divided By		155	3.44

Statement (10)

Value	Tally Count	Tally Count	Times	Value	Equal	Product	
1		7	X	1	=	7	
2		6	X	2	=	12	
3		4	X	3	=	12	
4		13	X	4	=	52	
5		15	X	5	=	75	Average Response
	Total Count	45		Divided By		158	3.51